

Secondary School Initiatives Matrix

Description:

This matrix shares initiatives observed in high schools around the state that relate to the principles of *High Schools on the Move*. The experiences involved in the implementation of new initiatives are a valuable asset to be shared in the field. The vision of the HSOM team is that schools use this matrix as a way to draw upon the experiences of other as they move forward with renewal initiatives. The initiatives shared on this matrix are at varying levels of implementation. Contact a school to have them share their successes, struggles and creative ideas!

Initiatives will be aligned with one of the following principles and related practices. As many initiatives relate to more than one principle you might consider exploring all 12 principles to find the initiatives that best meets your needs or interests. This matrix is an evolving document and will be updated frequently. High schools or tech centers that would like to add or delete initiatives from the matrix should contact a member of the secondary school renewal team at the Vermont Department of Education. The renewal team is also interested in hearing your feedback on the design of this matrix.

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Challenging Standards

- Rigorous Curriculum
- Advanced Placement (AP)
- Project based Assessment
- Eliminating low level courses
- Literacy: Reading/Writing across the curriculum
- Industry Standards
- Industry Related Credentials

Instructional Leadership

- Professional Learning Communities (PLCs)
- Educator Support/Mentoring
- Collaborative Faculty
- School wide Professional Development plans
- Shared Leadership/School Leaders

Alignment

- Curriculum Mapping/Curriculum Improvements
- Standards Based Curriculum/Transcripts
- Data driven decision making
- Vertical/horizontal articulation

Shared Purpose

- Community forums, voice and alignment of expectations
- High School/Tech Center cooperation
- Student Voice

Engaged Learners

- Student participation in decision making
- Different learning styles
- Personalized learning, personalized learning plans (PLPs), portfolios
- Capstones

Multiple Pathways

- Career academies
- Alternative learning settings
- Dual enrollment
- High school/tech center dual assignment credit
- Multiple pathways to graduation requirements/multiple measures

Flexible Structures

- Alternative, flexible scheduling
- Collaboratives: on-site, online, distance learning, high school/tech center

Real Life Experiences

- Career exploration
- Work based Learning (WBL)
- Service Learning
- Strong community partnership/business-education partnership

Personalized Learning

- Freshman academies
- Transitions
- Teacher Advisory (TA)/mentoring
- Academic/behavioral support
- School climate/diversity programs
- Senior year programs

PreK-16 Continuity

- Multi-grade capstones
- Multi-grade mentoring
- PreK-12 consultation/collaboration
- Standards based transcripts linked to post secondary admission
- Dual enrollment

Family Participation

- Family input: PLPs, student goal setting, action planning
- Family/faculty/administration communication
- Guidance support for increased family interaction
- Parent/student/school forums
- Integration of parent organization goals

Community Partnerships

- Business/Education partnerships
- Community Mentors
- Tech Center/high school/workforce collaboration
- Community learning networks
- Community “full service” schools
- Community engagement

Secondary School Initiatives Matrix 2005 – 2007

Rigor <i>Challenging Standards</i> (2)	Reported (* =self-reported) <u>SCHOOL/PROGRAM</u>	<u>DESCRIPTION</u>
Rigorous Curriculum	1. Arlington High School (Advanced Academies)	1. Middle school students take advanced classes
	2. Oxbow HS	2. Strong course descriptions and syllabi
	3. Middlebury UHS (Performance Targets)	3. MUHS has developed strong school wide performance targets
	4. Brattleboro HS (Foreign Language)	4. BHS has increased rigor and relevance by using OPI and foreign service descriptors for speaking
	5. Thetford Academy	5. School-wide conversations about rigor & beginning efforts to develop standards-based curriculum using grade expectations
	6. Enosburg HS	6. Developed their own “Super standards” & plan to set criteria for meeting those standards

	7. U32	7. Blue table-White table: designated areas for both mandatory and voluntary academic support/tutoring
	8. Stafford TC	8. academic courses are offered in both the tech center and collaboratively with Rutland HS
	9. Hartford HS	9. Rigorous 4 year program above and beyond course work.
	10. NWTC	10. English and math teachers used to increase rigor in tech center offerings.
AP	1. Arlington HS	1. Numerous AP classes for small school
Project based assessment	1. Arlington HS	1. School Encourages Authentic Assessment
Eliminating low level courses	1. Bellows Falls UHS 2. Essex High School	1. Eliminated the general track 2. All social studies courses are heterogeneously grouped
LITERACY: Reading/writing across Curriculum	1. Poultney HS (Reading) 2. Richford HS (Writing) 3. Enosburg HS 4. U32 5. Colchester HS	1. Most faculty trained and implementing reading across the curriculum 2. Actively employing writing across the curriculum 3. Ongoing PD on differentiation & literacy strategies 4. Ongoing Reading and Writing Across the Curriculum 5. Use of writer's workshops, strategic reader 9 and 10, a reading consultant, writing portfolios, and publication opportunities to promote reading and writing across the curriculum

	6. Hartford HS	6. Student writing portfolios and standardized scoring in all curriculum areas.
Industry Standards		
IRC	1. Stafford TC	1. Building wide expectation that students will pursue IRCs and/or post-secondary credits in their program
<i>Instructional Leadership (7)</i>	-----	-----
Professional learning communities	1. Windham Regional Career Center-Common Tuesdays 2. Poultney HS 3. Twinfield 4. U32 5. Colchester HS-PLC	1. Common meeting and planning time for all faculty 2. Critical Friends training & approach 3. Learning community roundtable discussion process 4. Program Review Process-developed to review effectiveness of educational programs and departments 5. Multifunctional PLC which blends learning circles, collaborative work groups, and a leadership team structure
Educator Support/Mentoring	1. Woodstock UHS (SOS program) 2. Twin Valley UHS 3. Lyndon Institute 4. U32	1. Student peer counseling program 2. New teacher seminar-New teacher mentoring program 3. 1st Year Teacher Mentoring 4. Flexible durations of mentoring are offer to new U32 faculty; U32 offers intern mentoring as a PDS school

	5. Essex High School 6. Essex High School 7. Hartford HS	5. TAP--Teacher Apprenticeship Program 6. Dean of Student role used as leadership apprenticeship opportunity for a two year period while retaining teaching position 7. Teacher mentoring program for all new teachers as well as all teachers new to the school.
Collaborative faculty	1. Thetford Academy 2. Twinfield 3. BFA-St. Albans & NWTC	1. Use of study groups to reflect on and improve practice & the professional learning community culture 2. BEST Team-faculty team developed shared vision & action plans 3. Shared representation on Administrative Team, in-service programs, new advisory program, and extra-curricular activities.
School-wide PD Plans	1. West Rutland 2. Enosburg 3. Stafford TC 4. Hartford HS 5. BFA-St. Albans	2. Board & Community dialogue @ HSOM & created action plans 2. District wide planning for HSOM 3. Para-educators are included in all PD offerings 4. Individualized PD program in a seven year cycle to match licensing based on student learning as well as teacher skills and needs. 5. School wide professional development focused on standard based units developed with horizontal and vertical alignment.
Shared Leadership/School Leaders	1. Woodstock HS (Program coordinators team) 2. Cabot	1. Program coordinators in place of department heads 2. Teacher teams operate the school

	3. Oxbow High School 4. Fair Haven UHS 5. Montpelier HS	3. Shared Leadership with teacher input 4. District & building level work on the implementation of a supervision, evaluation & teacher mentoring system 5. District Education Leaders who facilitate a curriculum development process including vertical alignment k-12; next phase is assessment
<i>Alignment (8)</i>	-----	-----
Curriculum mapping/curriculum Improvements	1. Middlebury UHS (curriculum leadership) 2. Burlington HS 3. Windham Regional Career Center 4. U32 (Art Integration) 5. Compass School	1. MUHS has developed a leadership model that focuses on instruction and curriculum 2. Dedicated time throughout school year for curriculum/ department groups to work on curriculum, discuss and review assessments, and look at student work-through early release days and dedicated in-service days 3. *Math & LA support to assist teachers in integration into curriculum *Math & LA courses offered at career center 4. Continually working to integrate arts in middle and secondary core subjects; art is fully immersed at the middle level; at secondary level attempts are made to align art curriculum, standards, and outcomes to other coursework 5. Combined Humanity/Science Course; Project Based Learning; Place Based Learning – All based on ideas of curriculum integration

	<p>6. Springfield HS (Arts academy)</p> <p>7. Essex High School</p>	<p>6. This integrated arts program was created to enhance individual and collaborative art experiences at SHS and in the larger community through content area curriculum integration, apprenticeships, and a capstone project.</p> <p>7. District wide PK-12 Goals, Objectives & PD</p>
Standards-based Curriculum/transcripts		
Data Driven Decision Making	1. NWTC	1. Pre and Post Testing of all students: Data is collected and interpreted and used to develop curriculum, inform instruction and guide student support.
Vertical/horizontal articulation	<p>1. Brattleboro HS (Vertical Articulation)</p> <p>2. Mt. Anthony UHS</p> <p>3. Winooski HS</p>	<p>1. Has begun vertical articulation in foreign language and middle/secondary math</p> <p>2. *Beginning work of k-12 seamless curriculum alignment in the district *Started work on common assessments</p> <p>3. Used Understanding By Design to articulate curriculum throughout the high school. Will begin work soon to align K – 12 curriculum.</p>
Shared Purpose (9)	-----	-----
Community forums, voice and alignment of expectations	<p>1. Montpelier HS</p> <p>2. BFA-St. Albans</p>	<p>1. Committee developing expectations for student learning/graduation requirements; next phase is determining how to assess and transcript them</p> <p>2. Open forums available to staff, students, parents, communities to discuss issues and develop shared purpose.</p>

HS/Tech Center cooperation	1. Southwest VT Technical Center	1. With the help of a grant, they have built collaboration between HS & Tech Center instructors. Meeting weekly to plan projects and instruction together
	2. Woodstock UHS	2. Strong relationship with tech center
	3. Oxbow HS	3. High CTC attendance
	4. Stafford TC	4. Strong collaboration between guidance, special education faculty, and sending school
	5. Randolph Union HS & Randolph Area TCC	5. Exploring possibility of half-day program and new structures to allow stronger collaboration and easier access for students
	6. Hartford HS & Hartford TC	6. Flexible Scheduling Options for students
Student Voice	1. Middlebury UHS	1. Developed student leadership program
	2. Thetford Academy	2. Students are asked to evaluate teachers
	3. Cabot	3. Town meetings; students on committees; everyone has a voice in governance
	4. Twinfield	4. Community meetings; Dialogue day facilitated by student mediators
	5. Compass School	5. Community meetings – School wide discussions of issues as well as sharing of diverse talents
	6. Montpelier HS	6. Student participation on all committees including hiring committee,

		school board and management team
RELEVANCE	-----	-----
<i>Engaged Learners (I)</i>	-----	-----
Student participation in decision making	1. Randolph Union HS 2. Compass School	1. Two students serve as non-voting members of the school board 2. Student Council – Active in life and policies of school Student Judiciary – Handles all but most severe issues
Relevant application of learning/Different learning styles	1. Stafford TC 2. Compass School 3. Montpelier HS	1. multiple approaches to classroom learning: group work, individual projects, structured assignments, impromptu investigations 2. Learning Options offered to students in all curriculum areas based on talents, interests and aspirations 3. A focus on sustainability: Earth Group; integrated into biology classes; built greenhouse to grow greens for cafeteria; students organized composting cafeteria waste & taught composting to other district schools
Personalized learning, PLPs, portfolios	1. Oxbow HS 2. West Rutland 3. Poultney HS—PDC’s 4. Twinfield	1. Oxbow- Guided study halls, after school programs, community mentors 2. K-12 portfolios in writing and math 3. Personal Development Collection-portfolio as a graduation requirement 4. Renaissance Program-Student driven study process involving advisor, proposal related to standards, mentor, seminar & presentation

	5. U32	<p>*Thematic classes in language arts; Individualized language arts and social studies; Algebra 1 for all students taught in different ways at different rates</p> <p>5. Branching Out-program offers personalized learning by offering independent course options monitored by faculty and a community mentor</p>
	6. Randolph Union HS	6. All grade 9 – 10 students take a required humanities course (combines English and Social Studies). The course requires portfolios.
	7. Colchester HS- PLPs	7. PLPs that are revisited periodically and explore student intelligences, learning styles, college and career counseling, and in 06'/07' electronic portfolios
	8. NWTC	8. Career development portfolios integrated into all programs.
	1. Richford HS	1. Richford HS senior project
Capstones	2. Concord HS	2. Concord is in the planning process and will implement senior capstones in 2007
	3. Blue Mountain UHS	3. Blue Mountain offers both 8th grade and senior year exit projects
	4. Cabot	4. IOTA-Individual Opportunities to Achieve

	5. Twin Valley HS 6. Bellows Falls UHS 7. Mt. Anthony UHS 8. West Rutland 9. Randolph Union HS 10. Winooski HS 11. Compass School	5. Twin Valley offers a senior honors project with community mentors 6. Senior projects & 40 hours of community service required for graduation 7. Senior projects 8. PPP's-Capstones for seniors 9. Senior Project – The first developed in New England 10. Senior Project – Graduation Requirement 11. Senior Exit Projects
<i>Multiple Pathways (3)</i>	-----	-----
Career academies		
Alternative learning settings	1. Rutland HS 2. Winooski HS 3. Harwood Community Learning Center 4. Essex High School	1. Alternative Program 2. OMNI Program – On site individualized program 3. Off site program to meet individual learning styles, curriculum driven by student interests, self-designed projects, small group instruction, tutoring, and work based learning ACE-Alternative Program: An individualized approach for one course or the entire curriculum

Dual enrollment	1. Lamoille UHS-Jumpstart 2. Colchester HS-College Connection	1. HS/College partnership-dual enrollment & professional development site 2. College courses available to students in grades 10-12. Students earn HS and college credit.
HS/Tech Ctr dual assignment credit		
Multiple pathways to graduation requirements/Multiple Measures	1. Twin Valley 2. Blue Mountain 3. Brattleboro 4. Rutland HS 5. Spaulding HS & Barre Tech Center 6. Lamoille UHS-ASAP 7. Proctor High School	1. TVHS-job shadowing, dual enrollment, internships, and diverse course offerings 2. Virtual High School 3. Virtual High School 4. Series of enrichment classes and school to work opportunities 5. Several alternatives that enable students to complete coursework & attain a diploma 6. ABE/LUHS partnership for alternative pathway to graduation 7. Virtual High School and courses available through CCV and

	<p>8. Colchester HS</p> <p>9. Harwood UHS</p> <p>10. Montpelier HS</p>	<p>Castleton.</p> <p>8. Target Graduation: In school support for students in grades 11-12. Out of school support for students at risk of dropping out. Students work toward outcomes rather than credits, “hybrid” students combine outcomes and credits, referrals from counselors or administrators.</p> <p>9. Credit approval panel- gives students the opportunity to earn credit independently, students work with mentors to develop an independent option proposal, panel of Harwood staff and community members review proposal to determine credit worthiness</p> <p>10. An alternate pathway available to seniors with committee approval combining work, community service, passing pre-GED tests, and a reflective essay</p>
<i>Flexible Structures (5)</i>	-----	-----
Alternative, flexible scheduling	<p>1. Blue Mountain UHS (special days)</p> <p>2. Rutland HS (semestered block schedule model)</p> <p>3. Windham Regional Career Center</p> <p>4. Colchester HS</p> <p>5. Compass School</p>	<p>1. BMUHS special days use flexible scheduling to allow events like: Socratic seminar, media literacy days, public debate days, arts and crafts day</p> <p>2. RHS changed from an A/B block to a semestered block</p> <p>3. Offers a variety of course scheduling options (time frames)</p> <p>4. Alternative Graduation:</p> <p>5. Special Activity Weeks During the Year (Health Week, Project Week, Winter Term, Culture Days)</p>

	6. Montpelier HS	6. Two days blocked; late start one AM for teacher PD; extra help offered 4 days a week before school
	7. BFA-St. Albans	7. Work experience for credit
Collaboratives: on-site, online, distance learning, high school/tech center	1. West Rutland 2. Spaulding HS/Barre Tech Center 3. Essex High School	1. Virtual High School 2. Integration of tech center and HS 3. Course collaboration between the HS's Interior Design course & tech center's Building Trades program; English chair teaches integrated English in pre-tech programs; the schools share academic teachers
<i>Real-Life Experiences</i> (6)	-----	-----
Career exploration	1. Windham Regional Career Center-Regional Career Development Council 2. Poultney HS-21 st Century Grant Program 3. Lyndon Institute	1. A regional approach to career development K-12 with identified goals & objectives 2. Career development program plans 3. ACT Explorer used with 8 th graders in the region; STEP & College Career Advisors Program

	4. Canaan Memorial HS 5. Hartford HS 6. NWTC	4. Careers Course available to all students to explore career interests 5. Community based learning opportunities 6. Senior interview day; Celebrate careers day; CTSO
W.B.L.	1. Bellows Falls UHS 2. Mt. Anthony 3. Fair Haven UHS 4. West Rutland 5. Rutland HS 6. U32	1. Community-based learning opportunities including internships for credit 2. A range of work-based learning opportunities 3. Work study program for seniors with related required career seminar 4. Partnerships with art center, carving studio, & social service agency 5. School to work opportunity 6. Community based learning program-offers students real world experience with career research, time in the career and a student created presentation

	7. Stafford TC	7. Student opportunities to participate in co-op, community service, and internships
	8. Canaan Memorial HS	8. Opportunities for academic credit through job shadowing and internships
	9. NWTC	9. Co-op work based learning; career experiences on and off campus.
Service Learning	1. Spaulding HS/Barre Tech Center	1. Community Service Learning for course credit Community service; 30 hours; ¼ credit
	2. Lamoille UHS	2. Service Learning
	3. Thetford Academy- Operation Day's Work	3. Integrated service learning into courses and school projects to make student learning more relevant
	4. Enosburg HS	4. Community service projects
	5. Winooski HS	5. Community Service – 10 hours required during sophomore year
	6. Compass School	6. Community Service Days throughout the year
Strong community partnerships/Business-Education partnerships	1. Lamoille UHS— Lamoille Valley Truancy Project & Multiple Provider Team	1. Multi-agency project making proactive interventions; Case reviews with all agencies involved e.g. mental health, diversion & family center

	2. Cabot	2. Strong working relationship with the Cabot Coalition
RELATIONSHIPS	-----	-----
<i>Personalized Learning (4)</i>	-----	-----
Small Learning Communities	<p>1. Bellows Falls UHS</p> <p>2. Fair Haven UHS—FACT</p> <p>3. Colchester HS-Green House/Blue House model</p> <p>4. Montpelier High School</p>	<p>1. To support students’ transition including a home visit with parents and students</p> <p>2. Freshman Academy</p> <p>3. Unique “house” model for grades 9/10 and grades 11/12 to meet the unique needs of each age group. <u>Blue house-</u> grades 11-12, focus on individualized needs, completion of graduation requirements, preparation for college admissions process, and exploration of pathways of interest <u>Green house-</u> grades 9-10, address set of common standards in math science and humanities, complete many graduation requirements, develop a personal learning plan</p> <p>9th & 10th grade teams with common planning time, extra support for students and intentional connections to parents</p>
Transitions	<p>1. Burlington HS</p> <p>2. Bellows Falls UHS</p>	<p>1. Transition program for at-risk incoming 9th graders w/academic, community service, and orientation/team building components</p> <p>2. Study skills class every other day for all freshman</p>

	<p>3. Mt. Anthony</p> <p>4. Cabot</p> <p>5. U32</p>	<p>3. Supports for student transitions from 8th-9th grade including orientations, freshman focus & the bridges program</p> <p>4. Healthy Start-- Student driven team building and leadership activities and workshops for the first few days of school</p> <p>5. 9th grade academy-program for underperforming incoming 9th graders to provide academic and personal support and growth visit:www.acadezine.org</p>
Teacher Advisory/Mentoring	<p>1. Twin Valley HS</p> <p>2. Spaulding HS & Barre Tech Center</p> <p>3. U32</p> <p>4. Colchester HS</p> <p>5. Compass School</p>	<p>1. TVHS has developed a comprehensive advisory handbook</p> <p>2. Freshman advisories</p> <p>4. Long running Teacher Advisory program</p> <p>4. Teacher Advisory Program</p> <p>5. Advisor stays with students throughout HS</p>
Academic/Behavioral support	<p>1. Burlington HS</p> <p>2. Bellows Falls UHS</p>	<p>1. Reading program for 9th graders not reading at grade level</p> <p>2. *Mandatory extra help when students grade is below a C-</p>

		<p>*Study skills class every other day for freshman</p> <p>*Double dosing in English and Math for freshman achieving below standards</p> <p>Comprehensive small learning community/developmental program for at risk 9th & 10th graders</p>
	3. Lamoille UHS	3. ACCESS program
	4. U32	4. Student mentoring program-HS students provide personal support to elementary and middle level students
	5. Winooski HS	5. After School Study Hall & After School Study Skills Class Math and Reading Progressions (extra class periods to reinforce learning)
	6. Harwood UHS	6. Peer Mediation- as a component of the Harwood Union Justice Project students are trained to help their peers settle differences in constructive ways
	7. Essex High School	7. A focus on at risk 9th graders: data review & interventions through reading courses
	8. Hartford HS	8. Mandatory support for at-risk students
	9. BFA-St. Albans	9. Comprehensive ESS to assist each student with multiple stages and opportunities.
School climate/diversity programs	1. Brattleboro HS (World of Difference/Classroom of Difference)	1. BHS has used these courses to improve school climate

	2. Bellows Falls UHS	2. A school-wide classroom management program
	3. Mt. Anthony UHS	3. Study circles to improve climate
	4. Spaulding HS/Barre tech Center	4. Restorative justice committee staffed primarily by students
	5. Enosburg HS	5. *Project adventure for trust, confidence & team building & problem solving skills *PEP (peer mentoring) *Peer support/mediation program Approaches to improving relationships/school climate
	6. Lamoille UHS	6. Social skills coach; Peer support program; Peer mediation; Mentoring (student to student)
	7. Twinfield	7. A World of Difference Program
	8. Canaan Memorial HS	8. Restorative justice program focused on student centered mediation
	9. Winooski HS	9. Diversity Enlightenment – Staff and Students produced “Don’t Hate, Appreciate” DVD and booklet

	10. Harwood UHS 11. Essex High School 12. BFA-St. Albans & NWTC together	10. Harwood Union Justice Project- “Natural leaders” work with teachers, an advisor and the associate principal to run two projects- Peer Mediation and Study Circles 11. “A World of Difference” Program 12. “A World of Difference” Program
Senior year programs		
<i>PreK – 16 Continuity (10)</i>	-----	-----
Multi-grade capstones	1. Blue Mountain UHS	1. 8th grade and senior exit projects
Multi-grade mentoring	1. Poultney HS 2. Stafford TC	1. College students mentoring students 2. Second year students encouraged to mentor first year students
PreK – 12 consultation/collaboration	1. Canaan Memorial HS	1. Development of a K-12 after school homework club
Standards-based transcripts to post secondary admissions		

Dual enrollment	1. West Rutland 2. Poultney HS 3. NWTC	1. With Castleton & CCV 2. Dual enrollment with Green Mountain College 3. Tech prep provides dual enrollment credit
<i>Family Participation (11)</i>	-----	-----
Family input: PLPs, student goal setting, action planning		
Family, faculty, admin. communication	1. Blue Mountain UHS (Ed-line) 2. Mt. Anthony UHS 3. Canaan Memorial HS	1. BMUHS online grading system 2. Plan for improving parental inclusion & communication 3. Development of leadership steering committee which includes teachers, administrators, parents and students
Guidance support for increased family interaction		
Parent/student/school forums	1. BFA-St. Albans	1. Extensive orientation program for students and parents at beginning of school year.
Integration of parent		

organization goals		
<i>Community Partnerships (12)</i>	-----	-----
Business/education partnerships	1. Brattleboro HS	1. BHS-Partnership with Landmark College
Community mentors	1. Fair Haven UHS	1. College students as tutors
Tech.Ctr./HS/Workforce collaboration		
Community learning networks	1. Lamoille UHS— Lamoille Valley Truancy Project	1. Multi-agency project making proactive interventions
Community “full service” schools	1. Richford HS (health clinic) 2. Mt. Anthony UHS 3. Enosburg HS 4. Lamoille UHS— Multiple Provider	1. RHS offers a half day per week health clinic 2. Thoughtful planning & beginning implementation of full service school including social services, health services, after school programs, social & recreational programs 3. Beginning plans for full-service school including school-based clinic & mental health professionals 4. Case reviews with all agencies involved e.g. mental health, diversion, family center

	Team	
Community Engagement	1. West Rutland	1. “Night of Shining Stars” school report night
	2. Stafford TC	2. Community relationship developed through RAB placements